DOCUMENT RESUME

ED 112 095 CE 004 861

TITLE	211(D) Annual Report: Grant to the Center for International Education of the University of Massachusetts to Strengthen and Develop Its Competence in Nonformal Education for the Developing World.
INSTITUTION	Massachusetts Univ., Amherst.
SPONS AGENCY	Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.
PUB DATE	30 Jul 75
NOTE	61p.; Sections 3 and 7 and Table 3-A have been deleted because they are printed in type too small to reproduce
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	*Annual Reports; Developing Nations; Educational Finance; *Educational Programs; *Grants; International Education; *International Programs; *Nonformal Education; Program Development; Program Evaluation; Tables (Data)
IDENTIFIERS	*Center for International Education

ABSTRACT

The first section of the annual report briefly describes the Nonformal Education (NFE) component of the Center for International Education at the University of Massachusetts. Section 2 discusses the general background and description of the problem of nonformal education and states the purposes and objectives of the university's grant to the center (to increase the capability of the university to assist developing countries with collaborative nonformal education programs). Section 4 discusses the impact of grant-supported activities in achieving grant purposes. Section 5 discusses other resources for grant-related activities. Section 6 covers the utilization of institutional response capabilities in development programs, program personnel and their accomplishments, and domestic and international program linkages. Section 8 tabulates the involvement of minority personnel and women in the program. Five supplemental tables provide a report of funding distribution, expenditure reports, and requests for assistance received. Two annexes provide a statement on planned NFE publications and a preliminary report on the activities of the NFE Center. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112095

211(d) ANNUAL REPORT

Date Due: July 30th, 1975

Date: July 30th, 1975

Grant Title: GRANT TO THE CENTER FOR INTERNATIONAL EDUCATION OF THE UNIVERSITY OF MASSACHUSETTS TO STRENGTHEN AND DEVELOP ITS COMPETENCE IN NONFORMAL EDUCATION FOR THE DEVELOPING WORLD

Grantee: University of Massachusetts
Amherst, Massachusetts

Grant Program Director: David R. Evans

AID Sponsoring Technical Office: Technical Assistance Bureau

Statistical Summary:

Period of Grant:	June, 1974 to June, 1979
Amount of Grant:	$750,000
Expenditures for Report Year:	$133,280
Accumulated:	$133,280
Anticipated for Next Year:	$204,500

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 004 861

TABLE OF CONTENTS

I. Narrative Summary 1

II. Detailed Report 2

A. General Background and Description of Problem 2

B. Purpose of the Grant 5

C. Objectives of the Grant 6
1. Objectives Restated 6
2. Review of Objectives 8
3. Review of Critical Assumptions 10

III. Accomplishments 13

IV. Impact of Grant-Supported Activities in Achieving Grant Purpose 18

A. Grant Purpose: End-of-Project Indicators 18

B. Grant Management 21

C. U.S. Domestic Grant-Related Activities 23

V. Other Resources for Grant-Related Activities 25

A. University of Massachusetts 25

B. Grants and Contracts 25

VI. Utilization of Institutional Response Capabilities in Development Programs 27

A. Utilization of Grant-Supported Capabilities 27

B. 1. Number and Listing of Graduate Students from Third World Countries Now Studying (Or Graduated From) the Center for International Education 27

2. Number of Visitors or On-Campus Consultation 27

3. Use of Grant Products 28

4. Significant Roles Played by Center Graduates in Development 29

C. Domestic and International Linkages 33

D. Plans for Utilization of Institutional Response Capacities on Solution of LDC Problems 33
1.Utilization for Next Grant Year 33

2. Utilization for Remainder of Grant Term and After Grant Expiration 33

VII. Plan of Work for Academic Year 1975-76 and Anticipated Expenditures 35

VIII. Involvement of Minority Personnel and Women 40

Table I
Distribution of 211(d) Grant Funds and Contributions From Ohter Sources of Funding 42

Table II - A
211(d) Expenditure Report
Actual and Projected Summary 43

Table II - B
211(d) Expenditure Report
Reporting Year Detail 44

Table III - A
Requests for Assistance Received During Reporting Year - A. Requests Fulfilled 46

Table III - B
Requests for Assistance Received During Report Year - B. Requests Not Fulfilled 48

Annex I
Statement on Planned NFE Publications 49

Annex II
Preliminary Report on the Activities of the Nonformal Education Center 50

I. NARRATIVE SUMMARY

The Center for International Education at the University of Massachusetts during the first year of the 211(d) Grant has developed a Nonformal Education (NFE) Center component, initiated research and development activities, developed linkages with a number of groups in LDCs, and begun the development of its training and materials development capabilities. A number of faculty and graduate students are citizens of third-world countries and will be returning to those countries to develop NFE programs of their own. The Center has further designed and implemented specific training programs, both in the United States and in the field, with NFE techniques and methods as their foci. An internship program for third-world and donor agency personnel in NFE was also initiated, allowing for individuals to learn and teach at the Center for varying periods of time.

Several areas of competence within the field of NFE are currently in developmental stages, with practical applications the clear focus. A small resource center has been established which now houses a growing collection of books, pamphlets and audio-visual materials relating to NFE available to faculty, students and visitors to the Center.

Contacts with educational groups focusing on NFE have had various developmental forms, including the establishment of internships, exchanges of faculty and students for varying periods of time, exchanges of information and direct utilization of Center personnel. A Center newsletter has been developed to disseminate information about the Center to individuals and institutions both here and abroad.

Selection of a site for joint development of NFE programs is in an advanced stage, with attention being specifically aimed at several West African countries engaged in promising NFE programs.

Finally, the Center has developed guidelines and a values statement governing its role vis-a-vis peoples of third-world nations. These documents form an important part of the Center's public dialogue and a rationale for its operations.

II. DETAILED REPORT

A. General Background and Description of Problem

Nonformal education (NFE) represents a field of alternatives and supplements to schooling which, in and of itself, often fails to meet either local needs or national educational requirements. There are two broad reasons why NFE is a necessary alternative to schooling. First, schooling is capital- rather than labor-intensive. Expensive physical plants, teacher-training academies, universities, and associated personnel are required to support a typical national schooling structure. All too often such structures are devoted to the selection and nurturing of a national elite rather than the broad education of a nation's youth.

Second, schooling is not often available to adults or in the service of specific development programs. Those who have not received a formal education by a certain age have been sometimes forgotten by national education planners. These adults, sometimes in the forefront or of potential importance to local or national development programs, have therefore little access to relevant skills and information.

Nonformal education programs are organized learning activities which take place outside the formal school system. As a Center member recently wrote, "[NFE] takes its curricula from the people. Its certificates are the increased effectiveness of the people in their daily work; its diplomas their greater ability to improve their lives. Such an educational system must therefore take account of how people organize to solve their problems, for often people working together may solve problems that none can solve alone. Its success is not measured in terms of grades or graduates, but in

how quickly the people are able to use the knowledge and skills they learn to improve their lives and those of their neighbors."

The structure of the NFE Center was outlined in a series of planning meetings of faculty and graduate students held for the purpose of writing the Grant Document. The planned structure included a Center for Nonformal Education, which has been established; a series of task forces to meet grant objectives in a flexible framework; a Policy Advisory Committee (now called the Steering Committee, advising on both policy and operations); and a set of operational premises and assumptions:

--the belief that skills and knowledge are learned as much through direct immersion in actual problem situations as through academic treatment of subjects: that theory and practice are interdependent and must be provided in equal amounts;

--that commitment to continuous direct participation by people who are representative of the peoples and countries for which education is being planned;

--the conviction that all ideas and techiques must be either derived from field situations or face early reality testing in settings for which they are intended.

During the initial grant period of summer, 1974, a series of planning meetings were held. These resulted in the creation of four task forces which operated through the fall semester.

1) Training--The Training Task Force developed an internal training document and plans for training students and interns coming the Center for specific training in aspects of NFE;

2) Research and Development--This task force planned, designed and implemented the NFE Resource Center and designed research tasks some of which were carried out in the spring and summer periods. Priority research areas included materials development, community development training (using the facilitator model) and evaluation of NFE programs design. An initial phasing problem was created by the requirement of base reseach activities on field-generated concerns; research in certain areas sometimes had to wait for the site-development process and therefore during this period the focus was on the development of the Center itself - such as the creation and operation of the Resource Center.

3) Site Development--This task force concentrated on criteria for site exploration and development and in selecting those most promising potential sites from information in reports supplied by Center travelers and by the Linkage Task Force.

4) Linkage--The purpose of the Linkage Task Force was to identify, develop information about, and communicate with institutions in third-world countries primarily, and in the United States secondarily, working in NFE development programs. The information gathered was useful in preliminary site investigation and in putting together a list of potential linkage organizations.

During the spring period, the NFE Center was divided into three groups, each coordinated by a staff member: Research and Development, Training, and Regional. The first two groups subsumed the original task forces. The activities of the Site Selection and Linkage Task Forces were first combined then regionalized in the new Asia, Africa and Latin America Task Forces. These regional task forces were responsible for the planning, designing and implementing of all activities in their respective regions. They work in concert with task forces from other divisions.

Tasks scheduled for completion during the summer, 1975, include:

a) Development of workshop in NFE Skill Areas

b) Development of all courses and modules for the fall

c) Development of workshops in areas requested by linkage or site institutions

d) Translation of Values Position Paper into applied steps for implementation of Center fall activities

e) Consolidation of development process insights from slide-tape module and/or games/simulation groups

f) Continuation of linkage development for Africa, Asia and Latin America groups and institions

g) Setting up a publications system; editing and publishing theses and monographs; issuing a newsletter of NFE Center activities; developing NFE publishing format and style.

B. Purpose of the Grant

The purpose of the year-old 211(d) Grant to the University of Massachusetts is to increase the capability of the University to assist developing countries with collaborative nonformal education programs, particularly in rural areas.

Such programs will include the promotion of skills and knowledge in facilitator and leadership training, family health and nutrition, literacy and numeracy, community and cooperative organizations, and other relevant areas.

As a result of this grant, faculty, graduate students and associates of the University of Massachusetts will be able to offer expertise in nonformal education theory and practice in the areas of training, research, materials development, and delivery systems, and will maintain a network of human and materials resources involving domestic, LDC and international institutions.

End of Project Indicators

1) Nonformal Education Center (NEC) at the University of Massachusetts is a recognized center of excellence in the United States for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education

2) Significant collaborative involvement in NFE activities in the LDCs

3) The NEC represents a "permanent" and valued activitiy in the Center for International Education and the School of Education at the University of Massachusetts

4) Provision for continued financial support exists

C. Objectives of the Grant

1. Objectives Restated (Numbering follows original Grant Agreement)

At the end of the five-year grant period, the University will have developed its capability to:

1) Offer professional advice on nonformal education needs assessment and project design, implementation and evaluation. Advisors will include faculty, advanced doctoral candidates, LDC personnel, graduates and field affiliates in the larger network coordinated by the University.

It is intended that:
By the fall, 1974, one Center Director (1/2 time) and two experienced professionals (full time) will be hired. By the fall of 1975 it is intended that a third full-time professional be added to the Center staff. Their areas of expertise will include social science knowledge, conceptual and analytcal skills and experience relevant to nonformal education. Each year an average of ten Center Associates will be available to participate in research, evaluation and training activities under the guidance of senior staff. These associates will be LDC and US part-time staff who are either degree or non-degree candidates.

A Center associate training program for NFE practitioners and consultants (which may include graduate students) will be developed in four stages:

a) entry skills assessment
b) skills attainment at the University
c) field experience, and
d) leadership development for NFE

An affiliated group of people will be directly available to the Center as consultants and field program participants. This group, to be comprised of people trained at U/Mass and elsewhere, will be formed as a result of linkages established as a part of the grant.

2) Provide training options for LDC, AID and other personnel involved in nonformal education. Training will include the planning, design, implementation and evaluation of existing and innovative activies.

It is intended that:
Workshops and other training model options in specific NFE skills will be presented for various clientele. These will range in length from brief workshops to more extended programs. During the first two years of the grant, two workshop models will be designed and tested; thereafter other models will be perfected.

A process for extensive and intensive training of NFE practitioners, both LDC and US nationals, will be developed and tested. This

process will take place in three six-month phases:

a) the identification of competencies required for practitioners;
b) the identification of types of clientele and training situations; and
c) the development of training methodologies suitable for various types of clientele.

A course proposal will be designed for NFE practitioners from LDCs and donor agencies. This course will emphasize the design of NFE programs and materials for use in rural areas. These training designs will be available for testing and comment by other institutions and agencies.

3) Engage in collaborative field-based research and development activities and conduct evaluations of projects and programs.

It is intended that:
Research activities will be based on field-articulated concerns. A task force will be formed within the first year to determine research areas and priorities, beginning with a systematic survey and analysis of the state of the art. Problems to be addressed will include those such as:

a) the creation and implementation of appropriate evaluation strategies and technqiues for NFE;
b) a diagnosis of rural populations not in school and their educational needs;
c) identification of existing inexpensive and practical NFE techniques which would be effectively disseminated;
d) identification of major types of NFE programs and their components;
e) an analysis of the impact of NFE programs on income distribution;
f) idigenous non-Western learning programs in various cultures;
g) educational approaches used successfully in rural development programs;
h) a comparative analysis of village simuation games, and
i) case studies of research and evaluation efforts, including obstacles imposed by field conditions, successful quasi-experimental designs, and innovative strategies.

4) Develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in the development of nonformal education activities.

It is intended that:
Materials, techniques and programs will be tested in field sites. These will include literacy and numeracy methods, simulation games, films, drama formats, and so on, in the areas of health, nutrition, cooperatives, conscientization, agriculture and other appropriate to particular field sites. Materials will be experimented with in meeting particular needs, and revised for use in multiple cases with common requirements. For example, a simulation game designed to teach nutrition

fundamentals might be produced in both a generalized format and in formats suitable for particular field sites.

It is intended that:
A resource center at U/Mass will be available to LDC and donor agencies. It will serve as (a) a referral service to materials and human resources identified as useful to linkages established by U/Mass, and (b) a disseminator to interested clientele of technical notes, materials and training reports developed by the Center. An extensive NFE library at U/Mass will not be maintained; rather, efforts will be concentrated on making useful materials available to those who need them.

It is intended that:
A description of the model, including the rationale, essential components and variables of the organizationsl structure will be provided as an example of collaborative management strategies for potential use by other institutions.

5) Participate in a world-wide network of institutional linkages (LDC, US, multi-lateral and other) involved in generating, perfecting, implementing and studying nonformal education activities.

The network will provide for an information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities.

Research and other activities will be conducted to the extent possible in cooperation with AID network of grant and contractual institutions and LDC governments. The U/Mass AID liaison group will be a source of suggestions of institutions for potential liaison activities and specific ideas on the type of cooperation to be pursued.

Given the pervasive nature of education problems in LDC's and recognizing that AID wishes to encourage and assist its contractors and grantees to jointly develop research priorities and methodologies, to conduct joint research, cooperate in field activities, workshops, participate in joint teams, to conduct reviews, assessments, project planning and generally to engage in collaborative approaches to solving development problems, to maximize the import of U.S. knowledge and expertise on the many problems facing the developing countries, therefore within the next 12 months will participate in a meeting of contractors and grantees to explore and develop ways to operationalize certain of the specific activities noted above.

2. Review of Objectives

The phasing of activities with the grant-supported Center for Nonformal Education required that the initial primary focus be on creating the structure under whith the other planned activities could take place. For this reason, the first objective listed under (1) above received primary

attention during the first year of the program. Staffing the Center was a more difficult and drawn-out process than anticipated for a number of reasons: Federal, State and University affirmative action programs require extensive advertizing which sometimes result in long search processes; the unusual mix of academic and field-based skills required by the Center made finding appropriate candidates difficult; and there was a necessary period of orientation for all staff before maximum participation was possible. However, by February of 1975 anticipated staffing requirements had been fulfilled.

Many of the projected grant activities are directly dependent on site selection, identification and implementation of joint activities ("...research and development activities will be based directly on concerns articulated by those involved in the field-site...programs" [Grant Agreement, p. 17]). Further, the concepts of mutuality and collaborative endeavors with third-world groups which provide the core of the operational guidelines for the development of Center nonformal education programs require a most careful initiation and development of relationships with potential ccoperative groups in third-world countries. One of the central questions at the base of the Center's development of nonformal education programs is the determination of the extent to which a mutuality of interests exists in the sharing of technical knowledge and resources and complementary analyses of development processes.

For these reasons, the selection of a site is of first importance. Preparations for site selection have proceeded with great care and, because of the staff's concern in this area and the time required for negotiations with organizations in potential site countries, it is likely that site selection will occur sometime during fall, 1975. Current discussions are being held with groups in Senegal and Ghana, although

other options are still available. The second grant year will strongly emphasize site development.

Any modification of grant objectives is not required at this time. The eighteen-month review should provide the opportunity for a full discussion of these issues.

3. Review of Critical Assumptions

Assumptions related to project purpose are (as numbered in the Grant Document):

1) a) Demand for the type of capability developed exists in the LDCs and USAID.
   b) Willingness of LDCs and USAID to use outputs.
   c) The outputs are achievable and will lead to substantial achievement of purpose.

2) a) U/Mass with the USAID advisory committee can develop feasible field programs.
   b) Willingness of LDCs and USAID to use outputs.

3) NFE is a professionally viable field for faculty, and it can be related successfully to the domestic needs of U/Mass.

Assumptions 1 and 2 above remain largely to be determined, although indications of demand exist in the training programs and conferences designed and implemented by Center staff for third-world participants and by interest in Center internship and degree programs among non-U.S. students.

With respect to the third assumption above, a spinoff of the NFE Center's program recently received funding by the Massachusetts Council of the Arts and Humanities for implementation in small towns in proximity to the University. This program will be described in more detail in Section IV below, but is mentioned here to indicate that staff and students of the University and local citizens are demonstrably benefiting from indirect effects of grant-based activities.

Assumptions related to project objectives are listed below (as numbered in the Logical Framework):

1. High-caliber professional and center associates available to be hired for core staff and Center associates.
2. a) AID/U/Mass Liaison group identifies priorities and supplies guidance.
   b) Capability of LDCs and USAID to provide participants and finance for training.
3. a) Access to suitable field sites including effective response time from USAID.
   b) Possibility of designing experimentally valid and feasible evaluation/research procedures for use in LDC sites.
4. a) Access to field sites available.
   b) Functioning liaison group to aid in site selection and problem identification.
   c) Effective participation by host nationals.
5. Demand for, and willingness on the part of others to participate in, a network of institutional linkages. Provision of support from LDC, USAID, and other institutions to facilitate these exchanges.

Comments on these assumptions appear below (numbers refer to the above list).

1. This assumption has proven out. The grant has allowed the Non-formal Education Center to tap a number of talented faculty and students with impressive and broad experience in the third-world and in developmental education programs. The geographic base of expertise of the Center's staff is extremely broad, and faculty were chosen in part on their past experience with out-of-school education programs.
2. a) One meeting of the Liaison Committee has taken place, and the committee has received information about the Center's activities in the site development area. Another meeting is scheduled for this fall.
   b) Early indications show utilization of Center resources by USAID (through such programs as the Participant Training Program for Indonesians) and by third-world individuals and groups.
3. a) Access to suitable field sites is currently being tested. USAID response time has by and large been satisfactory.
   b) This remains to be tested following site selection.
4. a) Remains to be tested.
   b) Liaison group has had initial meeting.
   c) Much of the professional work at the Center is being accomplished by third-world faculty and students. Field site participation remains to be tested.

5. There is unquestionably a demand for the development of institutional linkages. For example, a recent Latin American conference coordinated by the Latin America Regional Task Force of the Center resulted in a proposal for continued and expanded linkages with institutions working in the field of Nonformal Education in Latin America, with periodic meetings and publications. The types of institutional linkages most appropriate to specific Center objectives may, however, differ and much remains to be tested in this area.

IV. IMPACT OF GRANT-SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

This section is divided into three parts. The first deals with grant purpose end-of-project indicators; the second with Grant Management; and the third with U.S. domestic grant-related activities.

A. Grant Purpose: End-of-Project Indicators

a. "Nonformal Education Center is a recognized center of excellence in the U.S. for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education."

This is an area of activity which has developed unusually rapidly. Memebers of the NFE Center have been called upon to provide professional consulting service for a wide variety of AID activities and for other associated agencies during the last nine months. The following is a partial list of such activities undertaken by Center members.

1) David Evans has undertaken a series of consulting trips for AID missions to both Indonesia and to Nepal. In both places there have been draft project papers created which have set out possible NFE programs for AID. In Indonesia, in cooperation with MSU, an active NFE project appears to be a likely outcome. The project in Nepal has been temporarily shelved.

2) James Hoxeng, recently hired by TAB in nonformal education, undertook consulting in NFE planning in Colombia and in Honduras. In both places he was making use of approaches and ideas which have grown out of the Center at U/Mass where he was a core member during the past four years.

3) John Bing, through the Academy for Educational Development, provided consultant and planning services to the AID mission in Afghanistan on developing rural NFE activities. John also spent some time in Teheran meeting with three different organizations with which linkage activities are being explored.

4) In Indonesia a whole series of training activities have been taking place utilizing personnel from the Center. Arlen Etling conducted two materials development workshops which resulted in a series of pilot materials. Suzi Kindervatter and Vasudevan Nair held a two-week workshop at the national training center of PENMAS in program planning and materials development. They were working in cooperation with World Education.

5) Suzi Kindervatter and Robert Russell have created a proposal with World Education for the development of an Asian regional workshop to develop materials for the participation of women in development.

6) Jock Gunter has provided consultant services under the auspices of the Academy for Educational Development in Colombia (ACPO) and in Central America. He has recently taken a staff position with the Academy for Educational Development in the area of media development in third-world countries.

7) Carla Clason joined a World Education team in El Salvador which was developing a project proposal for the involvement of rural campesinos in development. She will be a staff member at the International Institute for Adult Literacy Methods in Teheran this fall.

In addition to the above specific consulting arrangements, members of the Center have been presenting papers at national conventions of professional societies, and attending and serving as resource persons at a variety of training workshops in NFE. (For example, Center members attended the World Education Conference on Nonformal Education.)

The demands for our services have been quite extensive, and in fact have probably had some costs in developing more quickly the other areas of activity under the grant. At the same time, the Center seems to be providing badly needed professional assistance in a wide variety of locations for the development of NFE.

b. "Significant collaborative involvement in NFE activities in the LDCs."

The phasing of grant activities required an initial emphasis on the development of the Center infrastructure, including faculty searches, assignment of faculty and associate roles, development of the Resource Center, etc. The primary emphasis of the second grant year will therefore be in the area of site development and collaborative involvement with third-world groups in site and linkage areas.

Activities contributing toward achievement of purpose in this area during the initial year of the grant were centered around site exploration and linkage development. These trips are detailed in the "Preliminary Report on Activities of the Nonformal Education Center," prepared for the initial meeting of the AID/UMASS Liaison Committee (April 4, 1975), Annex A to the Annual Report. The reader is referred to pp. 15-18 for a detailed accounting of indicators in this area.

c. "The NFE represents a permanent and valued activity in the Center for International Education and the School of Education at the University of Massachusetts."

The Director's salary continues to be almost fully funded directly by the University. The University has agreed to consider funding an additional faculty member by the end of the fourth year. The Center has plans for a University-wide committee to be established to provide the University community with information about grant-supported activities and to advise the Center Director about potential cross-campus program linkages.

d. "Provision for continued financial support exists."

The University of Massachusetts has underwritten all overhead costs for the Grant during the first year. In addition, the recent refunding of the Ecuador Project contract (with the Ministry of Education of the Government of Ecuador) has allowed for mutual reinforcement of activities to the benefit of both the Grant and the Ecuador Project.

Two contracts, one with UNESCO in the area of media evaluation, and the second with AID for participant training, provided the Center with the opportunity to test evaluation techniques and workshop training models. Such contracts add significantly to the capability of the Center and will be necessary for future program development.

B. Grant Management

Grant activities are currently divided into three major organizational groups: Regional Groups; Training, Both Internal and External; and Research and Development of NFE Techniques and Materials. Each of these sections is headed by a coordinator who oversees a series of smaller task groups.

Thus, for instance, the Regional Group Coordinator has three subgroups - focusing on Asia, Latin America, and Africa. Each group is responsible for reviewing the entire range of liaison with that area, making recommendations about activities, providing backup support, and coordinating with the other two sections whenever their activities involve that geographic area.

In a similiar way the Research and Development Coordinator supervises subgroups involved in various activities such as radio, materials development, and conceptualization issues related to the development of NFE. The Training Coordinator oversees a variety of internal training activities including ongoing courses and a series of special internal training workshops, with responsibility for helping to respond to demands for specific external workshops.

Supplementing these ongoing structures are special task forces which are formed to carry out specific activities. An example is the six-person planning and implementation task force which developed the training workshop for the Indonesian officials. As specific linkage, training, or site activities develop, they will be carried out by other such special groups whose members are drawn from the NFE community. Linkage to domestic activities and local community involvement will also make use of this format.

The governance and planning body for the Grant is the Steering Committee, made up of the coordinators and representatives from selected task forces and groups. This body receives recommendations and proposals from the various subgroups and either accepts or suggests alternatives to them. Technically the decisions of this group are advisory to the Principal Investigator, but in practice he is an active member of the committee and participates in the decision-making process. The Steering Committee has approximately nine members and meets weekly. Supplementing the Steering Committee are community meetings involving everyone associated with the Grant. These are to discuss larger policy issues and to share information and experience. These meetings are often combined with training workshops and occur approximately once a month. (The Steering Committee has supplanted the Policy Advisory Committee. See the Grant Document for reference to this group.)

Administratively, the Steering Committee relies upon the Grant Administrator and his supporting staff to implement its decisions. This individual, with the Principal Investigator and the Accountant, are responsible for all fiscal activities within the Grant.

The Grant structure is intended to decentralize decision-making. Various units are required to prepare budgets for approval by the Steering Committee, and are then free to administer their programs within Center policies and procedures and University fiscal controls. Such responsibility encourages a committment to the goals and programs of the Center. To the extent possible within a larger bureaucratic unit, this concept of decentralization operates to share responsibility and authority among the Center's constituency. Site operations are planned to be implemented in this fashion as well.

Within the structure of the School of Education, the Center Director is responsible to the Chairperson of the Educational Policy Studies Cluster and to the Dean of the School.

Some consideration is being given to the idea of changing the title of the Nonformal Education Center to the Nonformal Education Program within the Center for International Education to avoid multiple administrative units and the confusion of a Center within a Center. This may be a topic for discussion during the eighteen-month Grant review.

C. U.S. Domestic Grant-Related Activities

In the spring of 1975 a group within the Center initiated an NFE domestic applications group. The group has had two major areas of focus: The Mobile Materials Bus (known in its current promotional literature as "The Fun Bus") and seminars on the applicability of NFE concepts to other domestic areas.

The need for a convenient method for the field-testing of training and evaluation techniques and materials in NFE programs resulted in pilot support for the development of the "Fun Bus". The idea of the bus, a traveling educational fair, was derived from work of campesino staff in conjunction with the Center's Ecuador Project. This is a superb example of:

1) The fact that development education ideas travel on two-way streets, and
2) The synergistic effect of Center programs.

Early this summer the project received a grant from the Massachusetts Foundation for Humanities and Public Policy and is currently carrying out several types of NFE programs in nearby western Massachusetts hill towns. NFE concepts being tested include the use of puppetry and the presentation

and teaching of drama to local groups and individuals in small towns to encourage an appreciation for local history, culture, and community needs. The project further carried out a very successful session on puppetry for the Indonesian Participant program. It is expected that a filmograph for training NFE practitioners will be developed illustrating the utilization of specific NFE techniques in rural communities. NFE practitioners may thus be trained in certain NFE techniques through a United States field-test of technqiues originally developed by and for Ecuadorian campesinos - indicating the collaborative nature of the Center's efforts in NFE.

The seminars on domestic applications of NFE were begun only recently. Currently in their conceptual stages, these seminars will focus on the development of further seminars, workshops, or media-based techniques of examining implicit and explicit values in concepts of development as perceived by U.S. policymakers legislators, University personnel, and citizens.

The initial experinece of the Center has been that not only do domestic applications occur from Grant activities, they are <u>necessary</u> to providing the collaborative base on which the work of the Center is committed.

V. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

Other sources of funds that have been used to support grant-related activities are either contracts and grants received by the Center or are derived from the general support role the University of Massachusetts performs as the base for the Nonformal Education Center. These non-Grant sources of funds are as follows:

A. University of Massachusetts

The academic year salary of the Principal Investigator (a member of the Graduate Faculty) is paid by the University. There are other non-Grant faculty both in the Center and in other departments who are closely associated with the activities of the Grant. Their salaries are also paid by the University. The University pays for other Grant activities by way of overhead costs. As computed by the University these overhead costs for the time of the report amount to about $40,000. Salary contributions by the University are approximately $20,000.

B. Grants and Contracts

1) Participant Training for Indonesian Educations

The NFE Center hosted a group of Indonesian educators in May of this year. The contribution to Center activities through this contract was about $5,000.

2) Funding for activities of the Mobile Materials Bus ("Fun Bus")

Although not directly received by the Center (and hence not calculated in Table I), the Massachusetts Foundation for Humanities and Public Policy's grant (of about $7,000) for funding of the Fun Bus resulted in part from Center pilot development efforts and has increased the Center's

capability in the training, research, and materials development areas.

3) UNESCO Evaluation Contract

A UNESCO contract to evaluate current materials and write a handbook in the use of specified audio-visual equipment was received in the amount of about $5,000.

VI. UTILIZATION OF INSTITUTIONAL RESPONSE CAPABILITIES IN DEVELOPMENT PROGRAMS

A. Utilization of Grant-Supported Capabilities

For information on this area refer to:

1. Table III (A and B)
2. Section III (above)
3. Section B.3 (below)

B.1. Number and Listing of Graduate Students from Third World Countries Now Studying (or Graduated from) the Center for International Education

Afaf Abbas	Iraq
Falih Al-Shaikhly*	Iraq
Tenzing Chhodak	Tibet
Vasudevan Nair	India
Gilbert Oluoch*	Kenya
Adriana Rothkegel Ortuzar	Chile
Edgardo Rothkegel Ortuzar	Chile
Nana Seshibe	South Africa
Mose P. Tjitendero	Namibia
Kotsho L. Dube	Rhodesia/Zimbabwe
Roshan Billimoria	India
Khalil Khalil	Palestine
Esla V. Lynch	Trinidad & Tobago
Emeka Manuwuike*	Nigeria
Samuel Vanini*	Fiji
Patricio Barriga	Ecuador

Total Number at Center: 16

2. Number of Visitors or On-Campus Consultation: 32

---

*Recently Graduated

3. Use of Grant Products

a) Research

1) Evaluation and training manual production contracted by UNESCO on NFE media use.

2) Paper on Open Broadcasting written for publication by Stanford University and the Center.

3) Agreement in principle for the Center to contribute to the publication of NFE research studies by the International Institute on Adult Literacy Methods (Teheran).

4) Dissemination of information about NFE research and development activities to U.S. institutions and through AID to Missions abroad through the Center Newsletter.

b) Training

1) Training program for twelve Indonesian participants developed and implemented, May, 1975.

2) Materials Development Workshops carried out by Center staff in Indonesia, winter, 1974-75.

3) The development of an internship program for two Iranian students resulted from linkage exploration trips by Center members.

4) Courses, workshops, and on-the-job learning experiences taught by Center faculty and staff available to Center associates, interns, university graduate students.

5) Request to facilitate Latin American conference of NFE practitioners implemented early summer, 1975 by Latin America Regional Group.

c) Conferences

Papers on NFE research presented at a number of conferences, including:

1) Carla Clason presented a paper on Women in Nonformal Education to the Iranian Conference on Women in Development (spring 1975).

2) George Urch presented a paper to the Comparative Education Society Annual Conference on Nonformal Education and Development (spring 1975).

3) David R. Evans has presented a number of papers on subjects related to Nonformal Education.

d) Related Activities: Domestic Area

The Massachusetts Foundation for Humanities and Public Policy has given grant support for NFE activities in towns in proximity

to the University. Much of the activities supported under this Grant resulted from research and development work of the Center. (See Section IVC for details)

4. Significant Roles Played by Center Graduates in Development

The roster of Center graduates includes a cadre of prominently employed persons both in the United States and in institutions that deal with development in the developing countries. The source of their strengths lies in their backgrounds before enrolling at the Center and also in the nature of the program of studies and personal interaction that occur in the Center. Most of the following graduates of the Center have completed their requirements for the Doctorate Degree or are in the last stages of their degree programs with the University. We have included the names of those Center members working in educational programs in the United States as well as those working outside this country.

Ronald Bell	Holds the Doctor of Education Degree from the University; now Assistant Superintendent of Schools, Amherst, Massachusetts.
Joseph Blackman	Has completed his Doctorate; presently is Assistant Superintendent-Secondary Education for the Santa Cruz, California, Schools.
Raymond Giles	Received his Doctorate; now is Chairman of the Black Studies Department, Smith College, Massachusetts.
Arthur Gillette	Continuing program association with the Center, serves as Program Officer in the Youth Division of UNESCO; has authored three books.
Stephen Grant	Has worked for UNESCO in the Ivory Coast, presently evaluation technical assistance programs for the Academy for Educational Development.

Michael Hagerty	Works for ABT Associates, Cambridge, Massachusetts, as a program analyst.
Jeannette Harris	Consultant and lecturer on Black Studies, teacher of Black Studies in the Springfield School System; has worked as a senior staff member on a West African Study tour and academic coordinator for the trip in East Africa.
Alfred Hartwell	Specialization includes curriculum development in non-Western studies and educational planning and development; presently on the Faculty of Education of Makerere University in Uganda.
John Hatch	Served for three years in the Peace Corps in Tanzania; holds a Doctorate with the University, now on the faculty of Keens State University, New Hampshire.
Michael Haviland	Has served as Executive Coordinator of the Center and the Campus Coordinator of the Uganda Project, an AID-sponsored secondary school for girls in Uganda; has received his Doctorate and is currently the Director of the Latin American League in Grant Rapids, Michigan.
Francis Higginson	Has worked in Paris as English-language editor for an adult education journal, was later in the Executive Office of the Director-General of UNESCO; has worked with the South Pacific Commission as specialist in out-of-school youth education. He is presently employed as an evaluation specialist with UNESCO in Paris.
Henry Holmes	Has served as both a rural development advisor for AID and an educational advisor for the International Volunteer Service; has been cross-cultural coordinator for the Peace Corps Training Center in Malaysia; presently conducting workshops and teaching at the International School in Bangkok.
James Hoxeng	Served as a volunteer worker with the Lutheran Church in Tanzania, was employed by the World Brotherhood Exchange Program as the Ass't. Director, was

	instrumental in the implementation of the U/Mass Nonformal Education Project in Ecuador, has been coordinator at the Institute for Cultural Pluralism in San Diego, California; now works for the Technical Assistance Bureau of AID.
Walter B. Johnson	Has worked several years in East and Southeast Asia on educational development programs, was Director of International Voluntary Services Programs in Laos and Malaysia, has directed cross-cultural programs at the University of Ghana, and the Chinese University, Hong Kong; formerly the Director of the University's Global Survival Program, presently teaches at McGill University, Canada.
Khalil Khalil	Worked for a short period at the research lab of the American Optical Company, now teaches in the Science Department at Walpole Senior High School, Walpole, Massachusetts; interests are in interrelation of science and the humanities, science curricula in the Third World, in particular the Arabic-speaking countries.
Dale Kinsey	Has served as a Peace Corps Volunteer in Morocco, as Associate Director of the Teacher Corps/Peace Corps Program in Santa Cruz, as Operations/Training Officer for Turkey in Washington; presently directs a drug program in Santa Cruz.
Beverly Lindsay	Has taught at Federal City College in Washington, D.C., has conducted research in East Africa, Virgin Islands, and Puerto Rico, after completion of the Doctorate Degree, she accepted a position in Comparative Education at Pennsylvania State University.
Esla V. Lynch	Interests are in communications, area of specialization is Caribbean, focus is comparative educational development; presently teaching Special Education in Toronto, Canada.

Emeka Manuwuike	Has taught British and African Literature at the elementary and secondary levels in Nigeria; working with Black Studies and Curriculum Development in New York and New Jersey.
Robert Pearson	Served as Peace Corps volunteer in Afghanistan, worked with VISTA, Desk Office for Afghanistan and Libya for the Peace Corps; author of Through Middle Eastern Eyes (a secondary school text), presently Professor of Education at Lafayette College, Easton, Pennsylvania.
Cynthia Perry Shepard	Has taught English, History and Business at the college level; after Doctorate she devoted her energies to establishing Center for International Education at Texas Southern University, now works in the field of education in Nairobi, Kenya
Ruth S. Njiiri	Has worked as Personal Secretary to President Kenyatta of Kenya, founder of Children's Library in Nairobi, Kenya, coordinator of various educational and social programs in Kenya; now works as Director of International Programs for Phelps Stokes Fund in New York, has earned her Doctorate with the University.
William A. Smith	Has worked as Peace Corps volunteer in Colombia as urban community developer, as staff of the Peace Corps Training Center in Puerto Rico, consultant, now Project Administrator for the U/Mass Nonformal Education Project in Ecuador.
Samuel Vanini	Has been teacher in Fiji for many years, Organizing Commissioner for the Fiji Scout Association, now Ass't. Secretary to the Youth Division of the Ministry of Education Youth and Sport, principal responsibility is providing alternative education for Fiji out-of-school youth.
Arlen Etling	Has conducted workshops on facilitator models in Asia and Latin America, has taught in Bolivia, has been employed by the Ecuador Project in nonformal education, earned Doctorate with specialization in nonformal education, curriculum development and educator preparation, now on the faculty at the University of Arizona.

C. Domestic and International Linkages

See Sections III and IV.

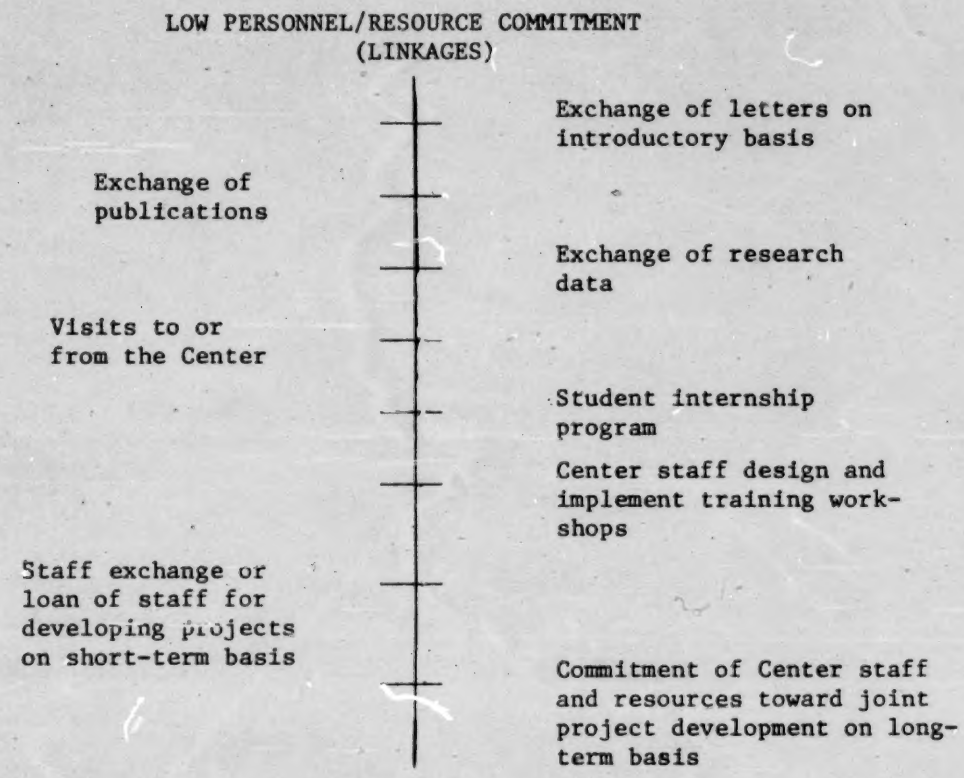
D. Plans for Utilization of Institutional Response Capacities on Solution of LDC Problems

1. Utilization for Next Grant Year

See Section VII, Objectives/Outputs

2. Utilization for Remainder of Grant Term and After Grant Expiration

Linkage development for the remainder of the Grant term will be determined on the basis of the inventory of types of linkage activities developed during the second Grant year. Some linkage activities will approach site levels in terms of number of personnel and resources involved. Others will remain at a low level, perhaps resulting in the exchange of publications about ongoing programs. The following continuum provides a rough idea of the range of activities contemplated, from low to high personnel and resource commitment.


LOW PERSONNEL/RESOURCE COMMITMENT
(LINKAGES)
Exchange of letters on introductory basis
Exchange of publications
Exchange of research data
Visits to or from the Center
Student internship program
Center staff design and implement training workshops
Staff exchange or loan of staff for developing projects on short-term basis
Commitment of Center staff and resources toward joint project development on long-term basis
HIGH PERSONNEL/RESOURCE
(SITE)

Discussion regarding plans for utilization of institutional response after the termination of the Grant (four years hence) must be considered somewhat speculative at this time. It is quite possible, however, that the response capacity will be maintained through two mechanisms:

a. Maintenance of a cadre of professionals to continue linkage functions at the Center through continuation of a lower level of 211(d) Grant funding, increased university support, and funding from other grants and contracts.

b. Decentralization of linkage functions to regional groups in Asia, Latin America, and Africa. There are already indications that a linkage group for Latin America may be established in Latin America with support from the Center and with outside funding.

VIII. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

In accordance with Center guidelines and University policy, the Center has developed procedures to ensure that women and other minorities are represented in the program. In its own Affirmative Action Statement the Center has stated that:

> The key to successful diversity in admission is aggressive recruiting. The Center is committed to maintaining a strong component of non-Americans as well as a representative spread across the various American groups.*

The following are engaged in grant-related activities:

Carla Clason	Slide-tape manual, liaison with Iran contacts.
Carol Martin	Workshop module development, collection of materials in training approach and modules to use as resources in training program development. File on public health/nutrition, including important issues, major U.S. training programs, consultants. Currently in Africa for site exploration in Ghana.
Elvyn Jones	Slide tape presentation, cross-cultural module: In India this summer leading a group of American educators.
Suzanne Kindervatter	Task Force Coordinator, responsibility includes coordinating all task force activities and meetings, administration of budget, membership on Steering Commitee, specific tasks related to development of training for doctoral candidates, coordinating Indonesian training and workshop special program, liaison with Asia. Currently in Asia for linkage and other tasks on nonformal education.
Debroah Golub	Workshop on materials development, based on locally available resources

---

*Center for International Education Document on "Current Status and Long-Term Goals"

Robin Massee	Site exploration, administrative assistant, currently in Africa for development of linkages with Senegal.
Jeanne Moulton	Writing one chapter of the "Practitioner's Guide", planning November 1974 workshop, identifying research priorities, presenting preliminary results of individual research projects, etc.
Valerie Ickis	Health education, literacy, etc., field applications in Panama, Nicaragua, Ecuador, and Arizona.
Alberto Ochoa	Administrator of Ecuador Project (Center nonformal education project), workshops, policy documents, seminars, and decision-making in Center.
Ike Williams	Recently admitted into the doctoral program. Has participated in Center meetings, assignments for fall are in various areas of the program.
Raphael Lopez-Sanchez	Worked on faculty search process for new NFE faculty.
William Gibson	Developing media section of Resource Center and research into media-assisted nonformal education.
Roame Torres	Worked on liaison with Ecuador Project nonformal education activities

Aspects of the Grant's development present opportunities for expanded involvement of minorities and women. The admission provisions for the coming year are directed toward ensuing access for minorities and women. Staff recruitment is emphasing the desireability of employing a female faculty member. Present members of the Center have been especially requested to search for candidates for the doctoral program with particular attention to minority personnel and women.

Table I

Distribution of 211(d) Grant Funds and Contributions From Other Sources of Funding

Reporting Period 6/1/74 to 6/30/75

Grant Objectives Outputs	211(d) Expenditures				Non 211(d) Funding Amount
	Period Under Review	Cumulative Total	Projected Next Year	Projected to End of Grant	
1. Institutional capability to advise in NFE needs assessment.	6/1/74-6/30/75	23,400	28,630	130,000	10,896
2. Institutional capability to provide training options	6/1/74-6/30/75	24,100	40,900	133,000	10,896
3. Institutional capability for collaborative field-based research and development	6/1/74-6/30/75	24,400	51,125	181,000	10,896
4. Institutional capability for materials collection and development	6/1/74-6/30/75	36,000	42,945	141,000	10,896
5. World-wide network of institutional linkages (U.S. and abroad)	6/1/74-6/30/75	25,380	40,900	165,000	10,896
Totals		133,280	204,500	750,000	54,480

Table II - A

211(d) Expenditure Report
Actual and Projected Summary
Under Institutional Grant #AID/ta-G 1112
Reporting Period 6/1/74 to 6/30/75

	Expenditures to Date		Projected Expenditures				Total
	Reporting Period	Cumulative Total	YEAR 2	3	4	5	
1. Salaries and Allowances	43,440	43,440	105,250	73,073	59,872	48,433	312,050
2. Stipends	50,275	50,275	50,000	49,823	40,823	33,022	228,000
3. Library	850	850	1,500	830	680	550	5,000
4. Research	11,625	11,625	12,500	11.625	9.525	7,705	45,000
5. Travel	18,300	18,300	21,250	19,929	16,329	13,209	72,250
6. Equipment and Supplies	3,525	3,525	5,500	4,982	4,082	3,302	39,000
7. Publications	1,215	1,215	1,000	830	680	550	4,500
8. Other Direct Costs	4,050	4,050	7,500	4,982	4,082	3,302	44,200
	133,280	133,280	204,500	166,074	136,073	110,073	750,000

TABLE II - B

211(d) Expenditure Report

Reporting Year Detail

Under Institutional Grant #AID/ta G - 1112

Reporting Period 6/1/74 to 6/30/75

I.	A. Salaries			
	Academic	David R. Evans	(50%)	2,000
		M. Kalim Qamar	(100%)	4,104
		David Kinsey	(100%)	6,236
		Felix McGowan	(100%)	3,750
	B. Other			
	Library		(20%)	670
	Clerical	Administrative Secretary	(100%)	9,200
		Other Clerical	(50%)	2,730
	Professional Staff	Grant Manager	(75%)	12,865
		Other Professional Staff	(75%)	1,385
	C. Fringe Benefits	Covering 36% of staff		500
II.	Student Support	Jeanne Moulton United States		4,910
		Nana Seshibe South Africa		4,043
		Vasudeven Nair Malaysia		4,378
		James Theroux United States		630
		Suzanne Kindervatter United States		3,618
		James Mangan United States		4,658
		Mose Tjitendero Namibia		4,570
		Rafael-Sanchez Lopez Puerto Rico		910
		Roame Torres-Gonzalez Puerto Rico		1,000
		Kotsho Dube Rhodesia		4,910
		Robert Russell United States		4,490

			Stephen McLaughlin United States	740
			Deena Katzander United States	1,000
			Carol Martin United States	2,625
			Adriana Rothkegel Chile	1,500
			Robin Hopkins United States	650
			Leon Clark United States	410
			Afaf Abbas Uganda	1,000
			Gilbert Oluoch Kenya	1,000
			William Gibson United States	1,000
			Al Peakes United States	900
			Carla Clason Guatemala	1,333
III.	A.	Consultants	Sixteen	8,619
	B.	Guest Lecturers, Vistors, etc.	Eleven	629
IV.		Travel		
	A.	Domestic	Forty-seven trips	4,521
	B.	Foreign	Thirteen trips	13,779
V.		Equipment		none
VI.		Library Acquisitions		850
VII.		Publications	Two	1,297
VIII.		Other		1,870

Table III - B

41

Requests for Assistance Received During Reporting Period 6/1/74 to 6/30/75

B. Requests Not Fulfilled

Description of Request for Assistance	Whom did you Assist?	Who Requested Assistance	Who Funded Assistance	Size of Effort		Why not met?
				Dollars	Man Days	
1. Request to do feasibility study concerning possibility of developing nonformal program for women in rural areas and existing Tunisian institutions		AID		Not specified		Personnel with required competencies not currently available
2. Request from Universidad del Valle, Colombia, representative, Julia Mora, seeking financial help to attend Conference on Improving University Teaching at the University of Massachusetts		Julia Mora		Not specified		Not within Center Mandate

ANNEX I

STATEMENT ON PLANNED NFE PUBLICATIONS

The Nonformal Education Center will in the second Grant year initiate the production of a range of publications designed to be useful to practitioners of nonformal education.

A Publications Committee consisting of NFE Center members is establishing criteria for commissioning and selecting publications, and will review materials which are submitted for publishing.

Center publications will include the following:

--A newsletter published monthly during the school year and semi-monthly in summer. (Six have been published during the first Grant year.)

--Dissertations by graduate students within the NFE Center which have been judged suitable for publishing.

--Comprehensive exam papers by NFE Center graduate students which have met or exceeded the criteria established by the Publications Committee.

--Manuals on educational processes.

--Notes in a series exploring different aspects of NFE Center projects.

--Articles, papers and manuals concentrating on other themes of interest in the field of nonformal education.

At the moment two documents - one of procedures for producing slide modules for nonformal education in LDC settings and one describing a range of low-cost media alternatives which might obviate excessive expense and facilitate education interaction - are in the process of being prepared for future publication.

Other publications, copies of which have already been received by AID Washington, include two dissertations. The first by Arlen Wayne Etling, is title Characteristics of Nonformal Educators. The second, which deals with educational media, is titled NFE TV: Towards a Model of Television Programming for Nonformal Education.

ANNEX II

PRELIMINARY REPORT
ON THE
ACTIVITIES OF THE NONFORMAL EDUCATION CENTER

Prepared for the initial meeting of
USAID/UMASS Liaison Committee
Washington, D.C.
April 4, 1975

Nonformal Education Center
Hills House South
University of Massachusetts
Amherst, Massachusetts 01002

413-545-0465

I. INTRODUCTION

Agreement to award a 211d Grant to UMASS in the area of nonformal education was signed in June of 1974. The grant actually began in July and in the nine months since then a Center for Nonformal Education has been created and activities begun. The Center for Nonformal Education is built largely upon, and is part of the Center for International Education. That body was created in 1968 as part of the complete restructuring of the School of Education. Over the ensuing years the Center has grown to a point where it now has upwards of forty (40) doctoral candidates resident on campus, and a complementary group of twenty-five (25) or more, some of them with degrees, working in educational settings around the world. The Center has an undergraduate teacher training program, is active in cross-cultural training, in internationalizing American education, and has been actively involved in applications of new techniques in education to settings in Africa, Asia, and in Latin America.

With the reorganization of the School of Education in 1973, the Center for International Education became a part of the Educational Policy Studies Cluster which includes programs in higher education, future studies, and foundations of education among others. This cluster is one of the five which make up the School of Education.

II. ORGANIZATION OF THE NONFORMAL EDUCATION CENTER

Within the overall structure of the Center for International Education the NFE Center has taken on its own structure. This structure is still evolving and changes being made, but a general outline is clear. The grant activities are divided into three major organizational groups: Linkages to LDC's; Training, Both Internal and External; and Research and Development of NFE Techniques and Materials. Each of these sections is headed by a coordinator who oversees a series of smaller task groups.

Thus, for instance, the Linkage Coordinator has three subgroups - focusing on Asia, Latin America, and Africa. Each group is responsible for reviewing the entire range of liaison with that area, making recommendations about activities, providing backup and support, and coordinating with the other two sections whenever their activities involve that geographic area.

In a similiar way the Research and Development Coordinator supervises subgroups involved in various activities such as radio, materials development, and conceptualization issues related to the development of NFE. The Training Coordinator oversees a variety of internal training activities including ongoing courses and a series of special internal training workshops, with responsibility for helping to respond to demands for specific external workshops.

Supplementing these ongoing structures are special task forces which are formed to carry out specific activities. An example is the six-person planning and implementation task force now working on the training workshop for the Indonesian officials. As specific linkage, training, or

site activities develop, they will be carried out by other such special groups whose members are drawn from the NFE community. Linkage to domestic activities through such things as the Mobile Resources Center and local community involvement will also make use of this format.

The governance and planning body for the grant is the Steering Committee, made up of the coordinators and representatives from selected task forces and groups. This body receives recommendations and proposals from the various subgroups and either accepts or suggests alternatives to them. Technically the decisions of this group are advisory to the Principal Investigator, but in practice he is an active member of the committee and participates in the decision making process. The Steering Committee has approximately nine members and meets weekly. Supplementing the Steering Committee are community meetings involving everyone associated with the grant. These are to discuss larger policy issues and to share information and experience. These meetings are often combined with training workshops and occur approximately once a month.

Administratively, the Steering Committee relies upon the Grant Administrator and his supporting staff to carry out whatever administration is necessary to implement its decisions. This individual, with the Principal Investigator and the Accountant are responsible for all fiscal activities within the grant.

To promote understanding and collaboration with other parts of the University and the Five College Consortium, the NFE Center has begun publishing a monthly newsletter. Current distribution is about two hundred individuals or departments and has proved very popular. Discussions with TAB have taken place about distribution to the missions and a pilot distribution has taken place. The newsletter is edited by James Mangan.

III. SUMMARY OF ACTIVITIES

The following is not intended to be an inclusive report of all activities undertaken under the University of Massachusetts' Center for Nonformal Education but rather an indication of the types and range of activities. A full summary will be contained in the first annual report. The quoted sections below are taken from pages 12-14 of the University of Massachusetts/AID Grant Document. Readers are advised to consult the document for the full text of these sections.

A. Providing NFE Consulting and Developing Professional Staff

> Offer professional advice on nonformal education needs assessment and project design, implementation and evaluation.... It is intended that: By the fall, 1974, one Center Director (1/2 time) and two experienced professionals (full-time) will be hired. By the fall of 1975 it is intended that a third full-time professal be added to the Center.... Each year an average of ten Center Associates will be available to participate in research, evaluation and training activities under the guidance of senior staff.

Provision of Professional Advice and Training on NFE

This is an area of activity which has developed unusually rapidly. Members of the NFE Center have been called upon to provide professional consulting service for a wide variety of AID activities and for other associated agencies during the last nine months. The following is a partial list of such activities undertaken by Center members.

1) James Hoxeng, recently hired by TAB in nonformal education, undertook consulting in NFE planning in Colombia and in Honduras. In both places he was making use of approaches and ideas which have grown out of the Center at UMASS where he was a core member during the past four years.

2) David Evans has undertaken a series of consulting trips for AID missions to both Indonesia and to Nepal. In both places there have been draft project papers created which have set out possible NFE programs for AID. In Indonesia, in cooperation with MSU, an active NFE project appears to be a likely outcome. The project in Nepal has been temporarily shelved.

3) John Bing, through the Academy for Educational Development, provided consultant and planning services to the AID mission in Afghanistan on developing rural NFE activities. John also spent some time in Teheran meeting with three different organizations with which linkage activities are being explored.

4) In Indonesia a whole series of training activities have been taking place utilizing personnel from the Center. Arlen Etling did two materials development workshops which resulted in a series of pilot materials. Suzi Kindervatter and Vasudevan Nair, did a two-week workshop at the national training center of PENMAS in program planning and materials development. They were working in cooperation with World Education.

5) Leon Clark has made two extended training and planning trips to work with organizations in Bangladesh. Most of his efforts have been devoted to working with BRAC, a local rural development organization. Funding has come both from OXFAM and from World Education. Leon is currently working on parallel activities in NFE in Ghana under sponsorship of World Education.

6) Suzi Kindervatter and Robert Russell have created a proposal with World Education for the development of an Asian regional workshop to develop materials for the participation of women in development.

7) Jock Gunter has provided consultant services under the auspices of the Academy for Educational Development in Colombia (ACPO) and in Central America. He is currently negotiating with several other locations who have requested his assistance in the use of media in NFE.

8) Carla Clason joined a World Education team in El Salvador which was developing a project proposal for the involvement of rural campesinos in development.

In addition to the above specific consulting arrangements members of the Center have been presenting papers at national conventions of professional societies, and attending and serving as resource persons at a variety of training workshops in NFE. (For example we sent nine people to the recent World Education Conference - eight of whom were non-Americans.)

The demands for our services have been quite extensive, and in fact have probably had some costs in developing more quickly the other areas of activity under the grant. At the same time, the Center seems to be providing badly needed professional assistance in a wide variety of locations for the development of NFE.

Building Professional Level Staff at the Center

Staff building has proceded on two levels: faculty and Center Associates. Currently we are employing three faculty members in the Center. They all joined the Center in January/February of 1975 after a national search process. The backgrounds of the three individuals are summarized briefly below.

With a PhD. in Extension Education from Cornell backing up an M.S. in the same field from American University of Beruit, Kalim Qamar provides

the Center with an applications approach to education. He also holds an M.Sc. in Agriculture from Pakistan, his country of citizenship. Kalim's experiences include those of teaching, training and working with rural people on programs which range from training village facilitators to establishing radio programs and editing newspapers. He is particularily concerned with the need to integrate theory and subject area knowledge with a process of involving rural people in identifying and defining their needs.

Felix McGowan brings to the NFE Center a unique record of experience. After many years on the upper Amazon in Bolivia, where he initiated the Blanca Flor Colonizing Cooperative, he was instrumental in beginning the World Campus Overseas Project. He then spent several years in Africa, visited Cuba where he was invited to address a gathering of 3000 workers, went to Puerto Rico, then Ireland where he worked with fishermen.

David Kinsey comes to UMASS with experience in the Middle East, Tunisia and West Africa. He has served in Jordan and Tunisia as director of International Voluntary Workcamps, and has done work for UNESCO in the Ivory Coast. His skills involve both nonformal education and evaluation. David previously held a position as professor in Harvard's School of Education which he left for work with the Ford Foundation, and will be in Amherst as visiting profesor for the semester. He will be working with graduate students and with groups engaged in materials development and conceptualization of NFE.

The latter two are on visiting professorships and will be short-term. We are currently seeking a longer term person who will begin in September of 1975.

Center Associates currently number approximately fourteen, with perhaps another six people associated with the grant activities who are not receiving any reimbursement. These associates have been involved in a wide range of training activities on campus as well as field experiences. Our policy of combining professional field work with on-campus study and training is being actively pursued. Currently two intern settings are being negotiated which will supplement other opportunities and at the same time will contribute significantly to the development of institutional linkages. The two under active negotiation are with the International Institute for Adult Literacy Methods in Teheran, and with a rural NFE project in Indonesia supervised by the research division (BPP) of the Ministry of Education.

B. Provide Training Options for LDC and Other Personnel

> Provide training options for LDC, AID and other personnel involved in nonformal education.... It is intended that: Workshops and other training model options in specific NFE skills will be presented for various clientele.

As a matter of policy, and as a part of "collaborative management strategies" (p. 14), non-American staff are a functional, integral part of the NFE Center and receive training in and contribute to aspects of NFE on the basis of their work with the Center. Well over half of those receiving grant stipends are non-American personnel who will be returning to their home countries trained in nonformal education techniques at the Center, and many of these former staff will be in a position to join the Center's world-wide network of trained associates.

In addition, an AID staff member on a year's study leave is currently based at the Center and has made contributions along with pursuing his studies.

Several workshops are currently being planned for training LDC staff in aspects of NFE. An NFE methods and technique workshop for twelve Indonesian officials, planned in conjunction with MSU, is scheduled to take place during May. A second workshop on materials development in NFE for field-level workers from six Latin American countries is being discussed for late May or early June.

The Center for Endogenous Studies in Teheran, Iran, will be sending an intern to study at the Center during the academic year 1975-76. The Director of that Center is forwarding a proposal to the President of UMASS requesting that a special degree program for Iranian students be initiated by the NFE Center. The Iranian National Committee on Adult Education and Literacy (INCADET) has signed a draft agreement with the Center to train interns and has requested that a team of Center members and an adjunct professor be sent to Iran for NFE field research.

Other potential training programs are pending for Afghanistan and several African countries.

One should also note the success of the Center in being granted five special admissions slots for graduate level training in NFE. This comes at a time of severe retrenchment in the size of the University and consequent decreases in the number of admissions being permitted.

C. Research and Evaluation Capability

> Engage in collaborative field-based research and development activities and conduct evaluations of projects and programs.

The basic tenet guiding the Center's activities in research and evaluation, as stated in the proposal, is that they "will be based on field-

articulated concerns." The interim guidelines written for project operations (Ochoa, 1974) include the stipulation that research should not be carried out for other audiences at the expense of those the program is intended to assist. Recently there has been a reaffirmation by Center members that the prime beneficiaries of research and evaluation should be the personnel and participants in the local program.

The work of the task force on research and development last fall included a paper on "Research Directions in Nonformal Education" (Moulton, Dec., 1974). After reviewing options, it recommended that the Center emphasize empirical and applied research oriented to decision-making or program development needs. The suggested priorities were on formative evaluation (of products and processes) and the particular project concerns of materials development and community development, especially facilitator training.

Since overseas sites have not yet been formally selected, it has not been possible to develop research or evaluation activities around specific field needs in the sites. Once site selection is completed, research and evaluation, including the development and testing of methods, will proceed according to the sequence of program needs. Initially this will probably include assessment of needs and variables related to program design, and formative evaluation.

In the meantime, a small group is beginning to work on formative evaluation methods for NFE. Jeanne Moulton has prepared a paper on "First Steps in Evaluating Simulation Games". Kinsey and Moulton are planning a preliminary guide for methods of field-testing and evaluating materials or techniques, graded from simple, short-term procedures for limited purposes and skills to more complex ones. After a site is determined, such methodological guides may, if appropriate, be field-tested and revised; and

additional types of evaluation and research will be developed.

While the Center can and should make a particular contribution in such practical and development-oriented research techniques, it is anticipated that subsequently it will undertake some broader types of impact research.

Dissemination of results in printed format is now under consideration. The relatively successful format of the Technical Notes originated under the Ecuador contract will probably be utilized in part. Discussion of a series which focuses on theoretical and conceptual issues in nonformal education is underway. The Center is also attempting to make dissertations and other lengthy documents available in a cheap and readily distributed format. Earlier discussion of the possibility of some type of international newsletter or magazine has been shelved in light of the many existing publications of this nature. Extensive exploration with World Education did take place concerning their widely distributed news sheet. At the moment, we are cooperating by feeding information to them since their operation is well funded and of good quality.

D. Development of Materials and Techniques

> Develop materials, techniques, methodologies...used in the development of nonformal education activities. ...These will include literacy and numeracy methods, simulation games, films, drama formats...
>
> A Resource Center at UMass will be available to LDC and donor agencies. It will serve as a referral service...and as a disseminator.

Materials and Techniques

In principle the Center holds to the belief that "all ideas and technologies must be either derived from field situations or face early

reality testing in settings for which they are intended." Pending the final selection of overseas sites, a number of interim activities have been undertaken in this sector that are producing preliminary products and provide training experience. Generally, these activities are related to prior field experience of Center personnel, reflect their interests and judgements of need, and are being developed in specific task forces. These include the following:

1) Radio and public media. Recent Center products in the this area include a thesis by Jonathan Gunter on "NFE-TV: Towards a Model of Television Programming for Nonformal Education" and an article on "The Quiz Show: A New Tool for Education" by James Theroux, published in Educational Technology (Jan., 1975). Currently, the radio task force is preparing, for publication, a study on the use of open broadcasting for nonformal education; this will be completed in May. Sample program tapes are also to be developed.

2) Games and simulations. Subsequent to the earlier work in Ecuador on games and simulations, a looseleaf compilation of a wide variety of NFE games has been compiled and is being updated. Arlen Etling has recently specified a process for developing new techniques and using this process has devised three new fluency games and a new simulation game in cooperation with a group of Indonesians. The games and simulations task force is currently studying this approach and is using it to develop a game to introduce people to how the Center functions. This game will be tested with a group of visiting Indonesians during May, and the activity will provide a basis for the further refinement of the method in a foreign site. Additional work with games has included a recently completed study of the process

of training facilitators at the village level. The study by Etling is entitled, "Characteristics of Nonformal Educators: A Delphi Study of the UMASS-Ecuador Project." Supplementing this is a newly developing thrust which emphasizes processes for evaluating materials. A recent paper has been completed entitled "First Steps in Evaluating Simulations Games," by Moulton.

3) Slide-tape modules. As a basic training device, a sub-group has been exploring techniques for developing effective slide-tape combinations. Two such modules are nearing completion: one by Carla Clason provides an introduction to the basic components of a literacy training program, and other other by Carol Martin focuses on specific issues of health and nutrition training. In addition, a general slide module which introduces the basic concepts in NFE has been completed. That module also exists in a special Indonesian version which contains a thirty-slide section on specific examples of NFE in Indonesia. Copies of that module have been given to BPP in Jakarta. A general workshop is being planned for the community on techniques of developing such modules and plans are being discussed for a session on this skill to be used with the Indonesians expected in May.

4) Other. Additional individual activities in this area are in the planning stage.

   a) Robert Russell and a team of UMass students are creating a Mobile Materials Bus that will be tried out in selected Massachusetts communities this summer. The emphasis will be on the educational use of puppetry and street theatre, and on a process of facilitating the use of these means by community members to deal with topics or problems of community interest for consciousness-

raising. The project will provide an opportunity for Center members to test evaluation techniques for NFE programs, and will produce a manual on the use of puppetry for nonformal education purposes.

b) Two Center members have started to develop a method of identifying and using found objects in the immediate environment as educational aids, and have run a workshop to test this method.

Resource Center

As the first step in creating a working resouce center, a systematic collection effort has been undertaken. To date, approximately 500 pieces of material on NFE, both published and unpublished, have been collected. They are being organized with the aid of a McBee Card System, which allows each resource to be catalogued along a number of dimensions. The user can then do a quick search by using a set of needles to select cards which meet the subject criteria of interest. The system is still being tested but is off to a promising start.

Supplementing the resource center are a series of linkages with international and national organizations with whom document exchange agreements are being worked out. There are currently about a dozen of these with organizations like SEAMEO and the regional bureaus of UNESCO. Documents from our Center have been purchased or donated to nearly forty institutions and ministries around the world. This list is growing daily.

E. Development of Linkages

> Participate in a world-wide network of institutional linkages (LDC, US, multi-lateral and other) involved in generating, perfecting, implementing and studying nonformal education activities.

Under this objective the Center has undertaken a series of international trips and a sequence of communications and travel to various North American and International Institutions. The international trips have been of two kinds: those funded directly by the grant - usually a team of two visiting preidentified and cleared locations, and those which were added onto travel being funded by other organizations who were hiring consultants. The combination of internal and external funding has provided a considerable range of first-hand field contacts from which linkage and site priorities are now being drawn up by the regional groups within the Center. The last of the major international trips, that to Latin America, has just been completed.

The following sections provide a partial listing and are intended to give the reader a sense of the types of organizations which have so far been contacted. Appearance of an organization on the list, or its omission from the list, does not indicate a commitment one way or the other with regard to that organization. Full trip reports are available from Dr. Wilder in TAB.

1) Africa (Travel by Nana Seshibe and George Urch)

Ghana

USAID: W. Haven North (Mission Director), John Keon, Richard Hynes

Institute of Adult Education, University of Ghana: Dr. E. Ampene (Director)

African Methodist Episcopal Church: John Edwin (District Superintendent)

Community Education, Ministry of Education: Mrs. Armar (Director)

Kenya
USAID: Louis Richards (Program Officer)

Institute of Adult Studies: David Macharia (Director)

Ministry of Education, Inspectorate House: Ben Odhiambo

UNDP: James Perry (Curriculum Development)

Nine other contacts were made in Kenya.

Lesotho
USAID: Harry Johnson (Operations Officer)

Ministry of Education: Peter Pitso (Permanent Secretary)

Lesotho Distance Teaching Center: Roger Mitton (Coordinator, Non-formal Education)

Department of Community and Rural Development: Desmond Taylor (Director)

Thirteen other contacts were made in Lesotho.

Senegal
USAID: David Walsch (Program Officer)

Literacy Program: B.A. Thahime (Director)

Delegue General de la Promotion Humaine: B. M. Cisse

Nine other contacts were made in Senegal.

2) Asia and Middle East

Thailand (Center Representative, Suzi Kindervatter)
USAID: Frank Commander

Ministry of Education, Department of Adult Education: Synthorn Sunanchai and Kowit (Director)

World Education: Ed Clark (Representative)

Philippines (Center Representative, Suzi Kindervatter)
USAID: Robert Halligan (Program Officer)

Philippines Rural Reconstruction Movement: Mr. Manahan (Chairman of the Board) and Mrs. Martinez (Training Coordinator)

Indonesia (Center Representative, Vasudevan Nair)

Federal Land Development Authority: Alladin Hashim (Deputy Director-General)

Ministry of Agriculture and Rural Development, Community Development Division: Mr. Assas Rashid (Director)

Malaysian Trade Union Council: Mr. Radhak Rishnan (Education Officer)

A number of other contacts were made.

Iran (Center Representatives, John Bing and Jim Theroux)
Iranian National Committee for Adult Education and Training: Dr. Fattahipour (Director)

International Institute for Adult Literacy Methods: John Ryan (Director)

Imperial Organization for Social Services: Majid Rahnema (Special Consultant)

Center for Endogenous Studies: Targhi Farvar (Director)

Several other contacts were made.

India

Ongoing contacts with numerous agencies in the area of NFE are being conducted by Roshan Billimoria, Center Associate resident in India for the past several months.

3. Latin America (Center Representatives, Carla Clason, Adriana Rothkegel and Patricio Barriga)

Guatemala
Basic Village Educational Project: Mario Dordon (Director)

Honduras
USAID: Henry Reynolds

CONCORDE (Consejo de Coordinacion de Desarrollo): Benjamin Santos (Executive Director)

Peru
USAID: Kenneth Martin

Ministry of Education: Cesar Picon

DEXCO (Centro de Estudios del Desarrollo): Luis Peirano

Colombia
USAID: Charles Green and Peter Boynton

ACPO: Hernando Bernal

SENA: Gonzalo Sanchez

Universidad del Valle, NFE Project: Teresa Gracia

Ecuador
USAID: Jon Gant

SEV (Servicio Ecuatoriano de Voluntarios): Eduardo Maldonado

Ministry of Education: Granklin Ramirez

In addition to actively pursuing linkages with many non-US organizations we have begun collaboration with American institutions. We have been most active in working with MSU on the development of training and projects in Indonesia. However, exploratory talks have taken place with SIDEC and with the Institute for Communications Research at Stanford, and with FSU. In both of these cases we are exploring ways in which we might work jointly on one or more projects. Our activities in low-level media and radio complement activities ongoing at both of these institutions. We intend to develop more such linkages, but on a functional need basis in relationship to specific field situations. There will, of course, be increased collaboration in such areas as presentations at national conferences, and sponsorship of training workshops.

V. FUTURE ACTIVITIES

The primary goals during the next six months will be to continue developing linkage activities, to finalize the development and selection of a field site, and to concentrate on developing the research and evaluation capabilities of the program in coordination with the site and linkages.

Secondary activities will include training programs for a variety of clientele in nonformal education, continuing to upgrade our own staff and associates through field experiences and academic study, and developing an information dissemination process.